Overview of Proposed Standard Setting for WASL Grades 3, 5, 6 and 8

State Board of Education

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Joe Willhoft, OSPI

Tom Hirsch, AES

1

History of Bookmark Method of Standard Setting in Washington

- ☐ 1997, 1998, 1999
  - ■ Reading and Math WASL – Grades 4, 7, 10
- ☐ 2003, 2004
  - ■ Science – Grades 5, 8, 10
- ☐ 2004
  - ■ Reading and Math (Revisited) – Grades 4, 7, 10
- ☐ 2006
  - ■ WA Language Proficiency – Grades K-12

2

The Standard Setting Process in Washington

- National TAC approves a standard setting procedure and an agenda to be followed
- Governing body approves process
- Standard setting panel(s) is assembled
- Operational tests are scored, items are calibrated, and ordered booklets are assembled

3

The Standard Setting Process in Washington

- Panel(s) convenes, uses Bookmark method to arrive at recommended cut scores
- Articulation Committee refines recommended cut scores (if necessary) for coherence
- National TAC affirms that the approved procedures and agenda were followed
- Governing body receives recommendations and sets cut scores

4

Summary of what the bookmark method looks like to a panel member

- Introduction
  - Discussion of purpose of assessments
  - Overview of standard setting process
  - Advisory role of standard setting panels
- Review current WASL (e.g., 4th Gr Reading)
- Take and score the test (e.g., 3rd Gr. Reading)
- Understand "Performance Level Descriptors"

5

Summary of what the bookmark method looks like to a panel member

- Learn about Bookmark procedure
- Round 1
  - Go through ordered booklet
  - For each item:
    - If 2/3 of "Barely Proficient" students would get it correct, move on;
    - If not, place bookmark
    - Repeat for "Barely Advanced", and "Barely Basic"

6

Summary of what the bookmark method looks like to a panel member

- Round 2
  - Look at Round 1 results for the group; discuss at small tables
  - Look at impact data (actual item difficulties)
  - Go through ordered booklet and reconsider placement of bookmarks from Round 1

7

Summary of what the bookmark method looks like to a panel member

- Round 3
  - Look at Round 2 results for the group; discuss at small tables
  - Go through ordered booklet and make final placement of bookmarks
- Discussion of recommendations across all panels
- Articulation Committee meets to review coherence of entire system

8